DOCUMENT RESUME

ED 228 321 TM 830 249

TITLE	Wisconsin Secondary Vocational Education: 1978-1982 Aggregate of Data. Evaluation Report, Cycle I. Bulletin No. 3266.
INSTITUTION	Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY	Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE	[82]
GRANT	2-99893/R084
NOTE	25p.
AVAILABLE FROM	Wisconsin Department of Public Instruction, Bureau of Vocational Education, P.O. Box 7841, 125 South Webster Street, Madison, WI 53707.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Statistical Data (110)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Employment Level; Employment Patterns; High School Graduates; *High Schools; Job Skills; *Outcomes of Education; *Program Evaluation; *Self Evaluation (Groups); State Programs; *Student Development; *Vocational Education

ABSTRACT

The first five-year cycle of the Wisconsin Secondary Vocational Program Evaluation System was completed on December 31, 1982 to aid in planning and assessing vocational education in the state and to portray its impact at local, state and national levels. This aggregate report presents first phase data from high school self-evaluations. The second phase is on-site external evaluation and, finally, implementation of evaluation findings. Evaluation participants include secondary schools, one- and three-year graduates, employers of vocational graduates, in-school vocational students, vocational staff, and advisory committee members. Among the vocational education outcome findings are graduate unemployment or employment rates and status, field-related employment and satisfaction with vocational training, employer preference for hiring vocationally trained graduates and ratings of graduates' attitudes, personal qualities and job-related skills, in-school student ratings of vocational programs, and staff identification of amounts of program activity input, strengths and weaknesses, and special needs. (CM)

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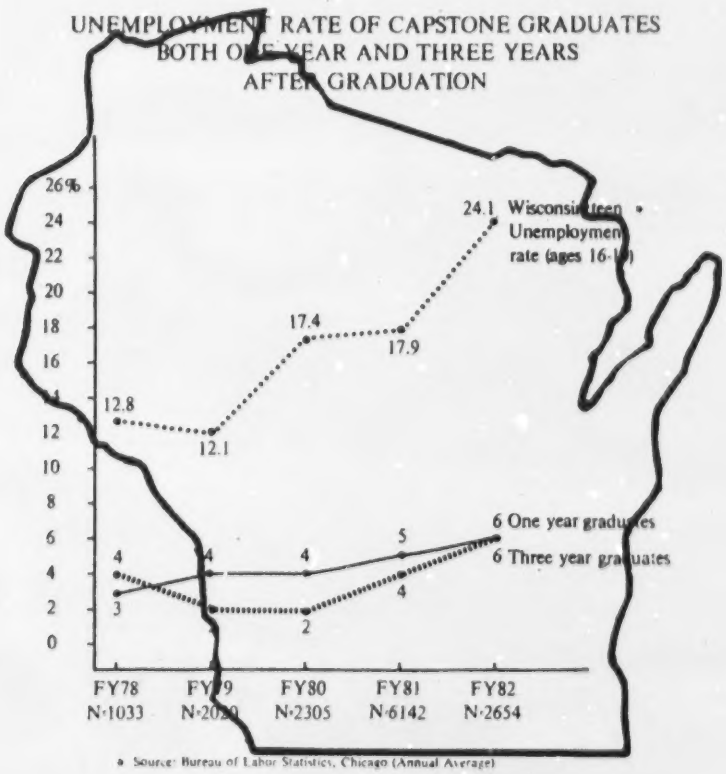
EVALUATION REPORT

Wisconsin Secondary Vocational Education

1978-1982 AGGREGATE of DATA



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Bureau for Vocational Education

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EVALUATION REPORT
CYCLE I

Aggregate of Data, 1978-1982
Wisconsin Secondary Vocational Education

Prepared for the

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

Division for Instructional Services
John T. Benson, Assistant State Superintendent

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Bulletin No. 3266

ACKNOWLEDGEMENTS

The writers would like to acknowledge the efforts of those individuals and groups who helped in the development and conduct of the secondary vocational program evaluation project both in the pilot years (1976-77) and throughout Cycle I.

- Recognition for foresight and continual support is given to the Department of Public Instruction and the Bureau for Vocational Education in particular. Ruel Falk, BVE Director, Virgil Martinson and Paul Speight, BVE Supervisory consultants are recognized for their special help and inspiration.

- The project advisory committee served creatively and effectively in developing the basic criteria for evaluation as well as for providing input for instrumentation and procedures, pilot school selection, visiting team selection, and revision of the pilot manual.

- The pilot school administration, local vocational education coordinators and vocational and other staff are commended for having responded with wholehearted professional dedication and participation as pilot test schools, doing so under rigorous time constraints.

- Administration, staff, students, and community members of schools participating in the statewide program evaluation effort have worked diligently with each other and with the CVTAE staff in completing Cycle I requirements for internal and external evaluation.

- Wisconsin secondary school district administrators and post-secondary administrators are especially commended for cooperating in the on-site phase of the program evaluation by releasing requested district/school staff to serve as team leaders and team members. Without this reciprocity of services the on-site phase could not have been accomplished.

- A most hearty and appreciative acknowledgment is given to the competent and dedicated supervisory, support, and project staff who have served the project during Cycle I:

  Ray Szymanski - Director, Center for Research & Extramural Information
  Orville Nelson & Harold Halfin - Co-Directors, CVTAE
  Thomas Prescott - Computer Systems Manager & Programmer
  Mary Weber, Jeanne Stoeklen, Kelly Stark, & Susan Tennyson - Support Staff
  Betty Gertner & Colleen Esser - Evaluation Specialists
  Elizabeth Klitzke - Co-Director

Dorothy Dale and Charlene Peterson Larson

INTRODUCTION

Early in 1975, a small group of Wisconsin Local Vocational Education Coordinators (LVEC's) indicated a need for an evaluation system to help them determine if their vocational programs were meeting objectives and the needs of students and community. In response to this request, the Bureau for Vocational Education of the Department of Public Instruction (DPI) funded the Center for Vocational, Technical and Adult Education (CVTAE) at UW-Stout to develop and pilot a cyclical evaluation system for secondary vocational programs.

The Statewide Secondary Vocational Program Evaluation System, Cycle I, was developed during the pilot years of 1976 and 1977. The first five-year cycle (Cycle I) was completed December 31, 1982. Evaluation procedures and instrumentation were designed to provide vocational education outcome data for three administrative levels of vocational education, prioritized as follows:

(1) **Local Level** - promote and assist in the evaluation of secondary vocational programs for the purpose of *program improvement* at the local level;

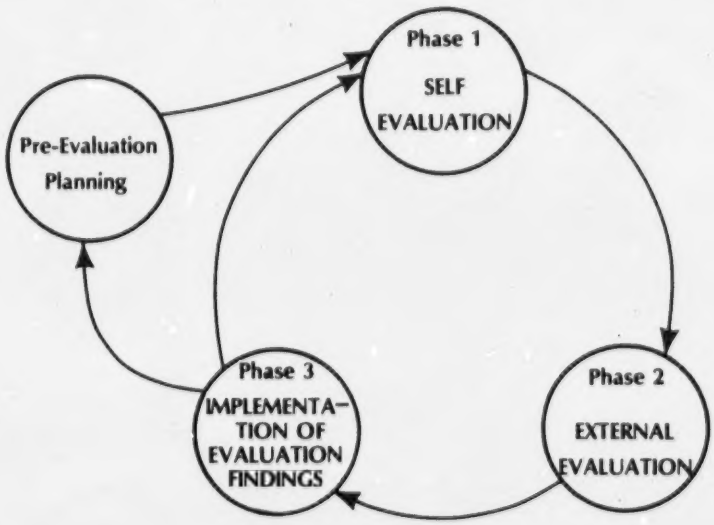
(2) **State Level** - provide the DPI with valid and representative data upon which *statewide planning* of vocational education programs can be based; and,

(3) **National Level** - help ensure accountability of Federal and State funds allocated to local secondary vocational programs and to *satisfy federal legislation and state requirements* of program evaluation within a five-year cycle.

OVERVIEW

SECONDARY VOCATIONAL PROGRAM THREE-PHASE EVALUATION SYSTEM

While this Aggregate Report presents data from the first phase of the evaluation system only—the Self-Evaluation Phase—the reader should be informed that schools follow the self-evaluation by hosting an on-site evaluation team to complete the second or External Evaluation Phase. Schools having completed the external phase are then involved in the third and final phase of the evaluation model, that of Implementation of Evaluation Findings. (See Overview Figure)


Pre-Evaluation Planning
Phase 1 SELF EVALUATION
Phase 2 EXTERNAL EVALUATION
Phase 3 IMPLEMENTATION OF EVALUATION FINDINGS

This five-year aggregate report is prepared to aid decision makers at local, state and national levels in planning and assessing vocational education programs in Wisconsin. It can also be used to portray the impact of vocational education at all levels.

POPULATION CHARACTERISTICS

YEARS

Fiscal Year 78

Fiscal Year 79

Fiscal Year 80

Fiscal Year 81

Fiscal Year 82

PARTICIPANTS

		Number
Secondary Schools		244
Graduates:	one-year capstone	7,380
	three-year capstone	6,774
	one-year sequence	5,132
	three-year sequence	4,438
Employers of Vocational Graduates		8,110
In-school Vocational Students		41,232
Vocational Staff		3,489
Advisory Committee Members		2,884

RESPONSE

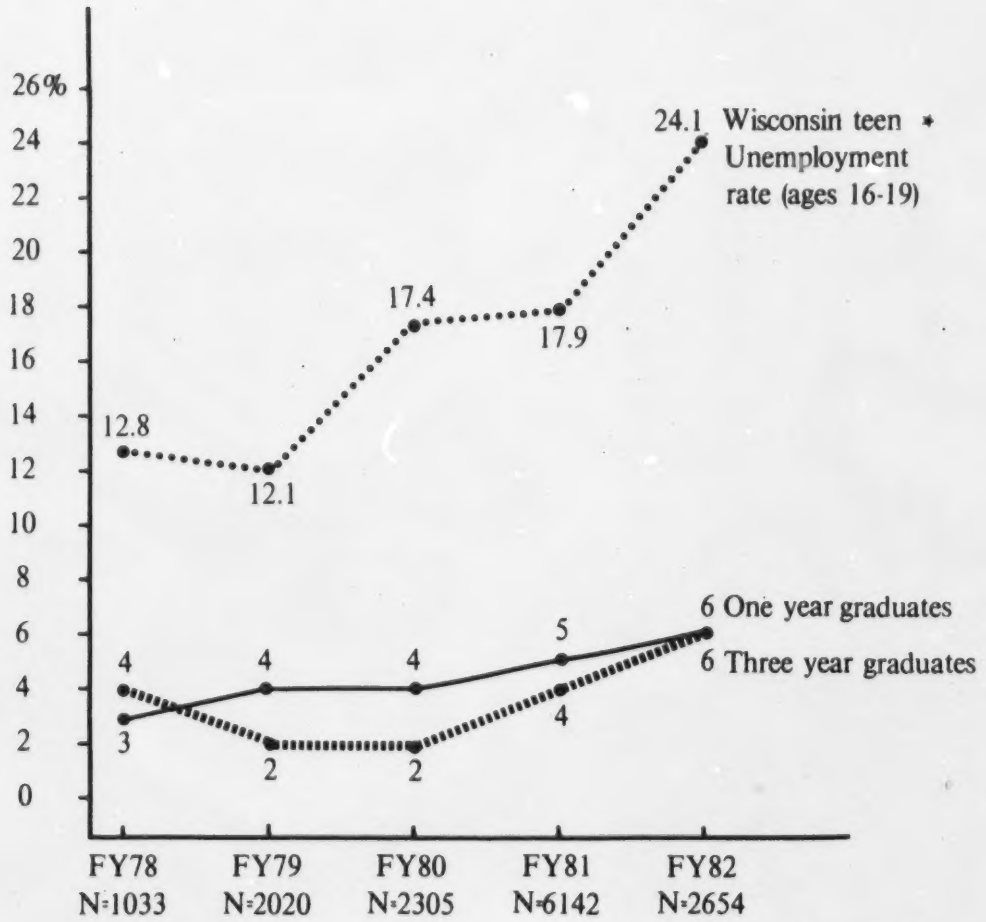
	Median	Low	High
Graduates	66%	22%	100%
Employers	72%	20%	100%

NOTE

The term **Capstone** is used throughout this report to denote the culminating portion of the vocational education program incorporating occupational preparation of students based upon their career objective. This is done because the newer terms OPP and IPC were not used on data gathering instruments, were not in current usage in the population sample at the time of data gathering, and are yet to be communicated and understood by the potential audience of this report.

GRADUATES

UNEMPLOYMENT RATE OF CAPSTONE GRADUATES BOTH ONE YEAR AND THREE YEARS AFTER GRADUATION



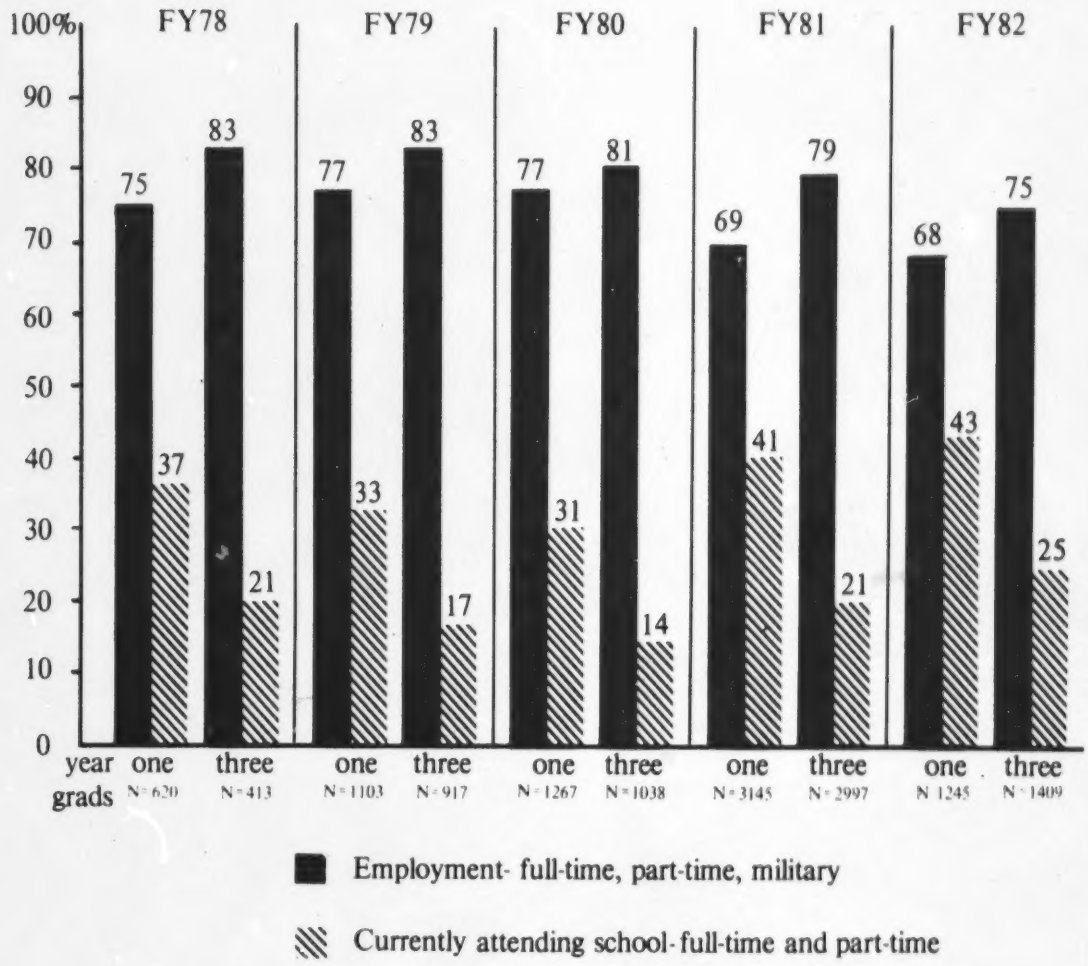
★ Source: Bureau of Labor Statistics, Chicago (Annual Average)

The unemployment percentage for capstone graduates both one and three years after graduation has remained consistently low throughout the five years of Cycle I, ranging from a low of 2% (capstone three-year grad, FYs 79 and 80) to a high of 6% (both groups FY82).

During this same period of time, the Wisconsin teenage unemployment figure has ranged from 12.1% (FY79) to a high of 24.1% (FY82).

GRADUATES

CAPSTONE GRADUATES IDENTIFY EMPLOYMENT AND EDUCATIONAL STATUS

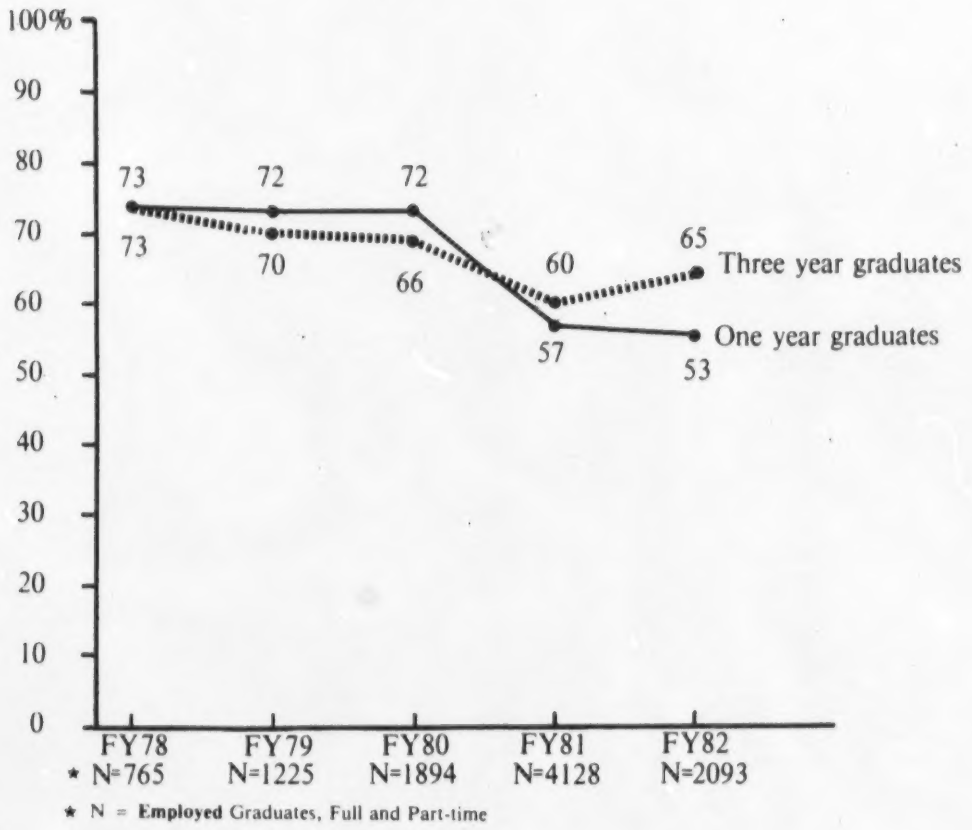


Employment status of capstone graduates both one and three years after graduation varies only slightly during the first three years of Cycle I (2% within groups). There is, however, a significant difference in the employment status of both groups for FYs 81 and 82: percentage of one-year capstone grads employed fell an average of 7.8% in the last two FYs; percentage of three-year capstone grads employed fell an average of 5.3% in the last two years.

Educational status of capstone graduates shows a similar significant difference: percentage of one-year capstone grads attending school has risen an average of 8.3% during the last two years; percentage of three-year capstone grads attending school has risen an average of 5.7% during the last two years.

GRADUATES

PERCENTAGE OF CAPSTONE GRADUATES EMPLOYED IN A FIELD RELATED TO THEIR HIGH SCHOOL VOCATIONAL PREPARATION



★ N = **Employed** Graduates, Full and Part-time

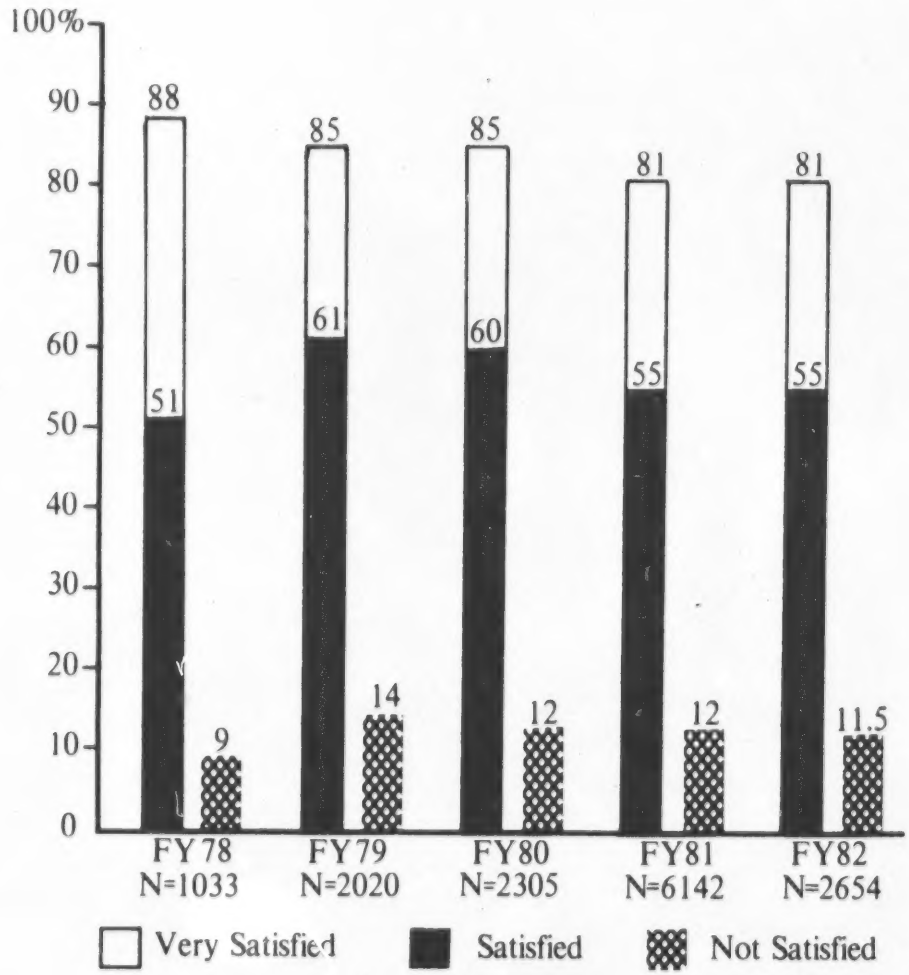
The percentage of employed capstone graduates both one and three years after graduation who are working in a job related to their vocational training has decreased from 73% (both groups, FY78) to 60% for three-year grads (FY81) and 53% for one year grads (FY82).

This decline may be related to the economy (unemployment began to rise in FY80, see Unemployment Rate of Capstone Graduates preceding), or to a lesser effort on the part of school placement, or to the fact that in FYs 81 and 82 graduates determined job relatedness instead of vocational coordinators as was done in FYs 78, 79 and 80. There may be other causes as well.

It is interesting to note that while both groups had the same related job placement percentage (73%) in FY78, one-year capstone grads had a higher related job placement percentage than three-year capstone grads for the second and third years of Cycle I; however, three-year capstone grads had a higher related job placement than one-year capstone grads for the last two years of Cycle I.

GRADUATES

CAPSTONE GRADUATES EXPRESS SATISFACTION WITH HIGH SCHOOL VOCATIONAL TRAINING

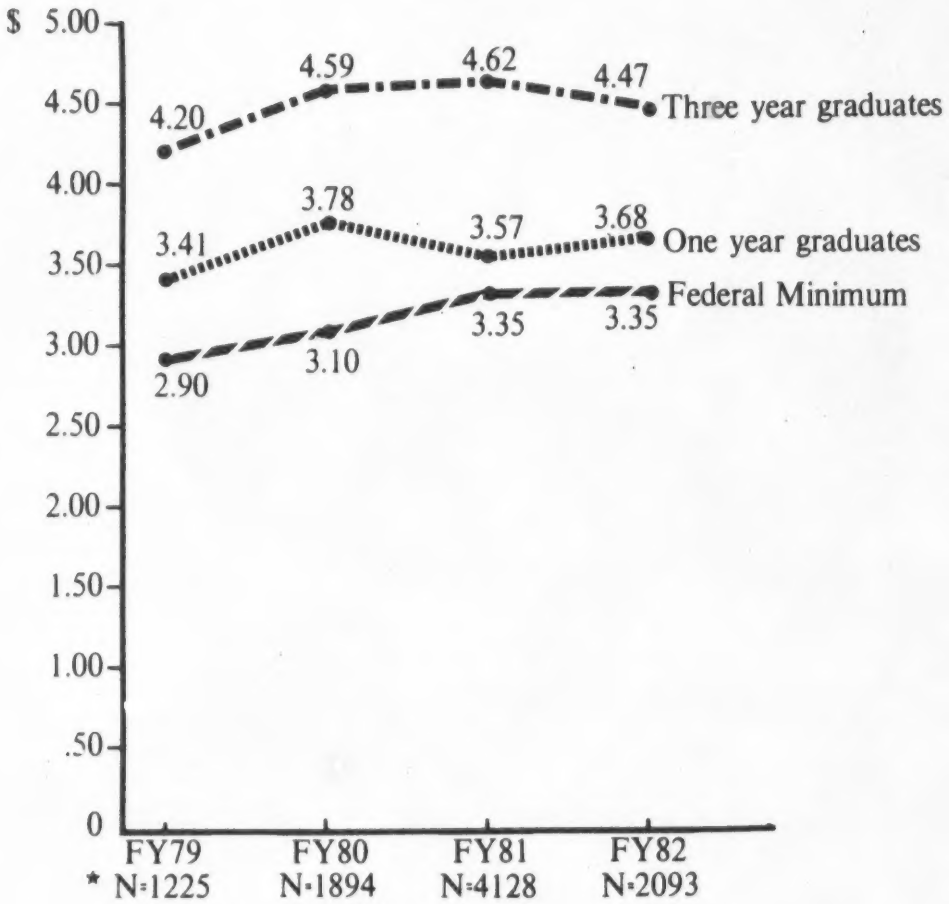


Vocational graduates express a consistent measure of satisfaction with their high school vocational training throughout the five years of Cycle I.

While there is some variation in the percentage of satisfaction shown over the five years, in each case, over 8 out of 10 graduates responded that they were *satisfied* or *very satisfied* with their vocational training.

GRADUATES

CAPSTONE GRADUATES INDICATE HOURLY WAGES EARNED

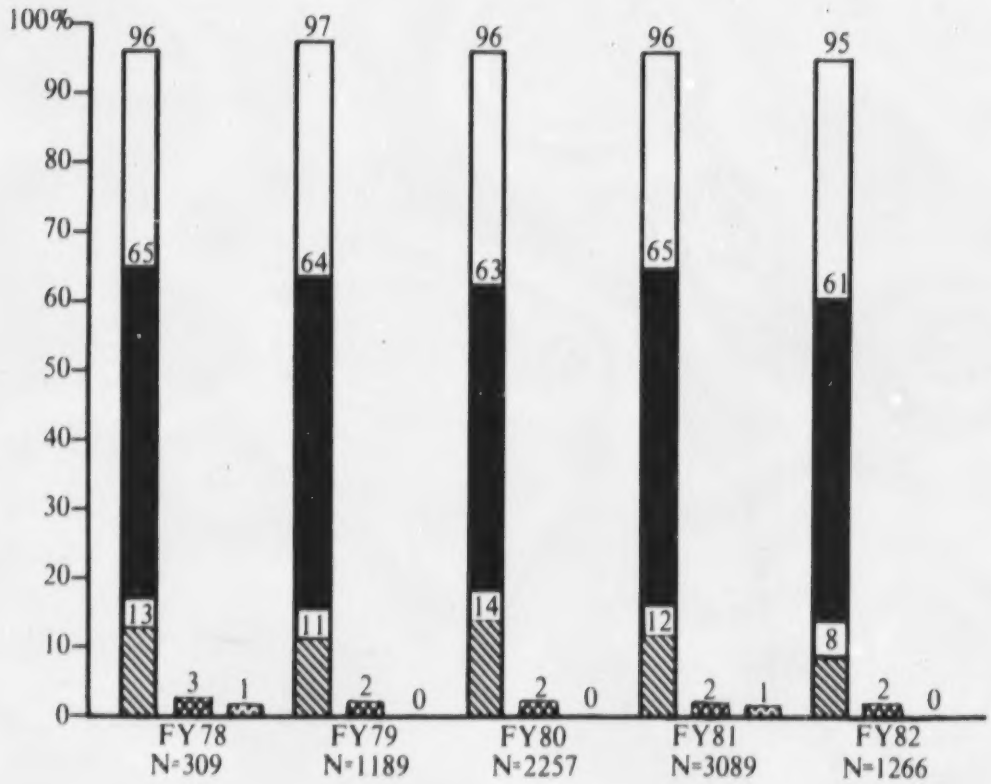


★ N = **Employed** Graduates, Full and Part-time

While capstone graduates three years after graduation are earning more in each of the last four years of Cycle I than capstone graduates one year after graduation and both capstone groups are earning considerably more than minimum wage, the last two FYs of the cycle display decreasing wages for both groups.

EMPLOYERS

EMPLOYERS INDICATE VOCATIONAL* GRADUATES ATTITUDE TOWARD ON-THE-JOB TRAINING

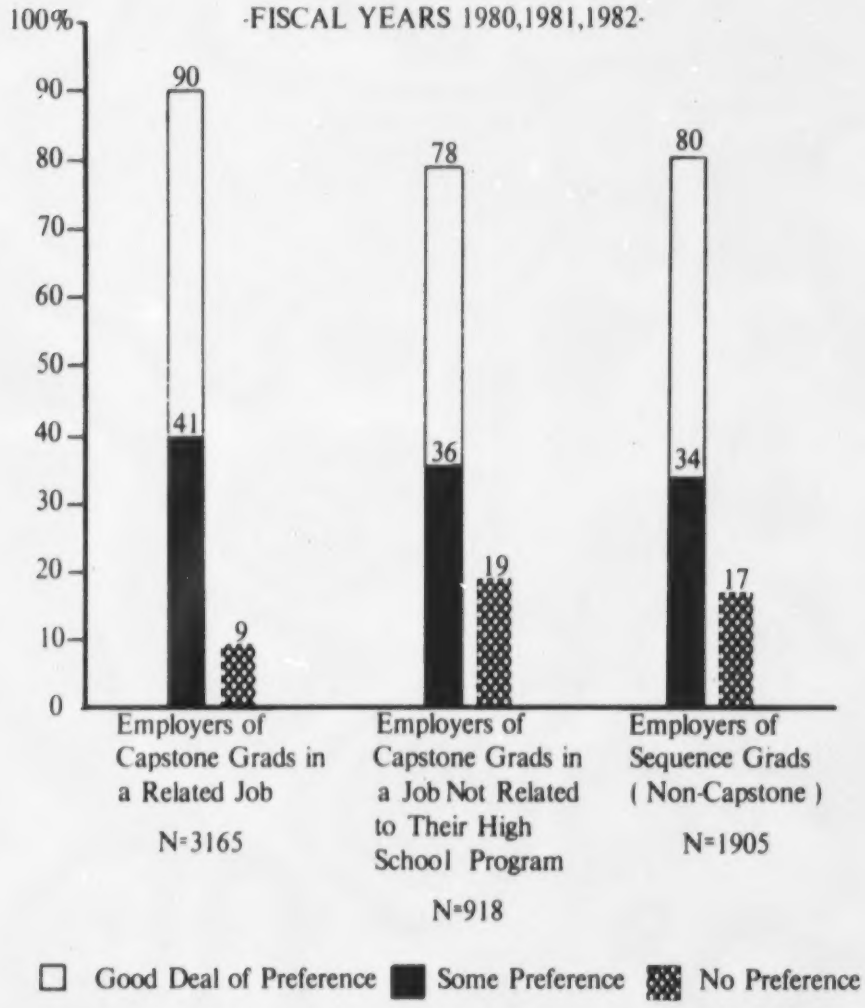


Over 9 out of 10 employers responding for each of the five years of Cycle I rated vocational graduates' attitude toward on-the-job training as positive (*very positive, positive, acceptant*).

Employers rating vocational graduates' attitude toward on-the-job training as *negative* was negligible.

EMPLOYERS

EMPLOYERS SHOW PREFERENCE FOR HIRING VOCATIONALLY TRAINED GRADUATES



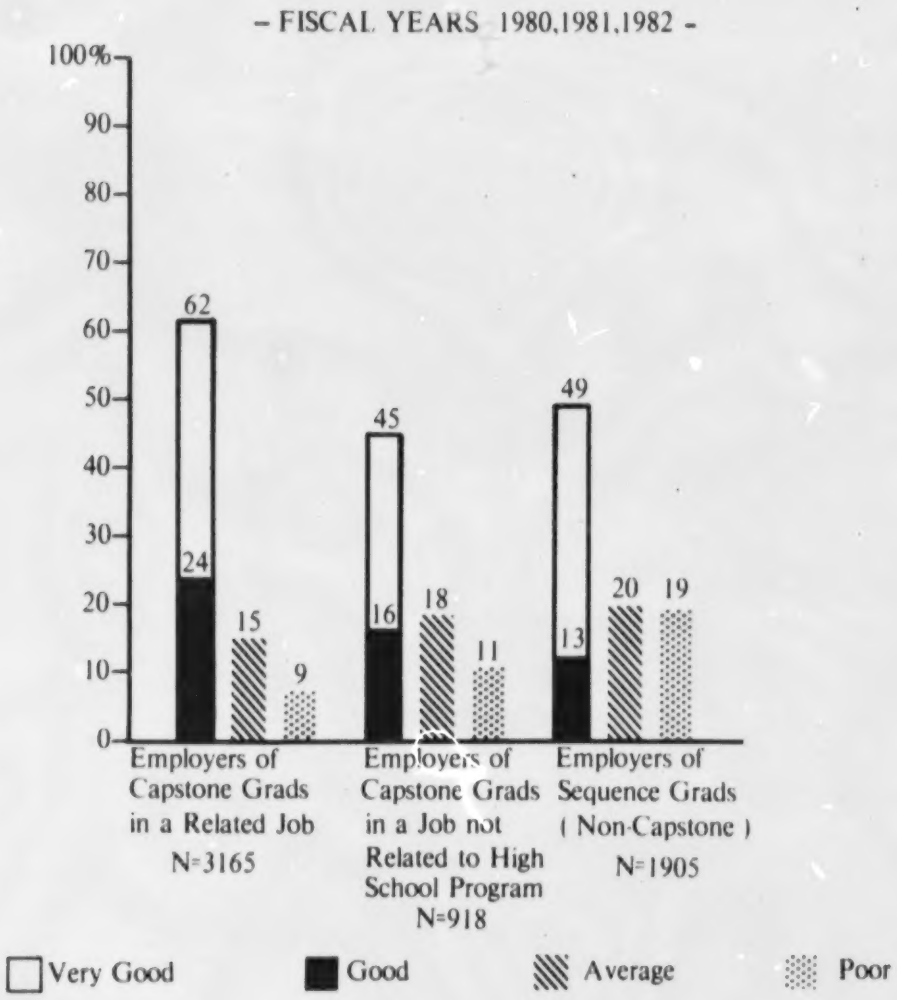
Employers were asked if, from past experience, they had a preference in hiring persons with high school vocational training.

Aggregate response data were segregated according to employers of capstone graduates in a related job, non-related job, or sequence graduates.

Employers responding during the last three years of Cycle I gave the highest percentage rating (40% *some preference*, 50% *a good deal of preference*) to capstone graduates working in a related job, followed by sequence grads (80%) and capstone grads employed in a job not related to their high school program (78%), respectively.

EMPLOYERS

EMPLOYERS RATE VOCATIONAL TRAINING OF GRADUATES AS RELATED TO JOB REQUIREMENTS



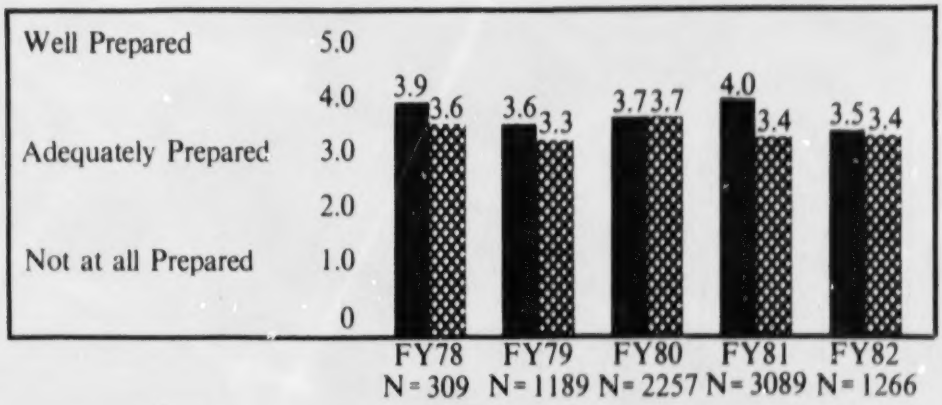
Employers were asked to give an overall rating of the vocational training received by the individual employee (graduate) as it related to the requirements of his/her job.

Aggregate response data were segregated according to capstone graduates in a related job, non-related job, or sequence graduates.

Employers responding during Cycle I gave the highest rating (*very good and good*) to the capstone graduate working in a related job, followed by sequence grads, and capstone grads employed in a job not related to their high school vocational program, respectively.

EMPLOYERS

EMPLOYERS RATE THE PERSONAL QUALITIES AND JOB RELATED SKILLS OF HIGH SCHOOL VOCATIONAL GRADUATES



■ Rating of personal qualities

▩ Rating of job-related skills

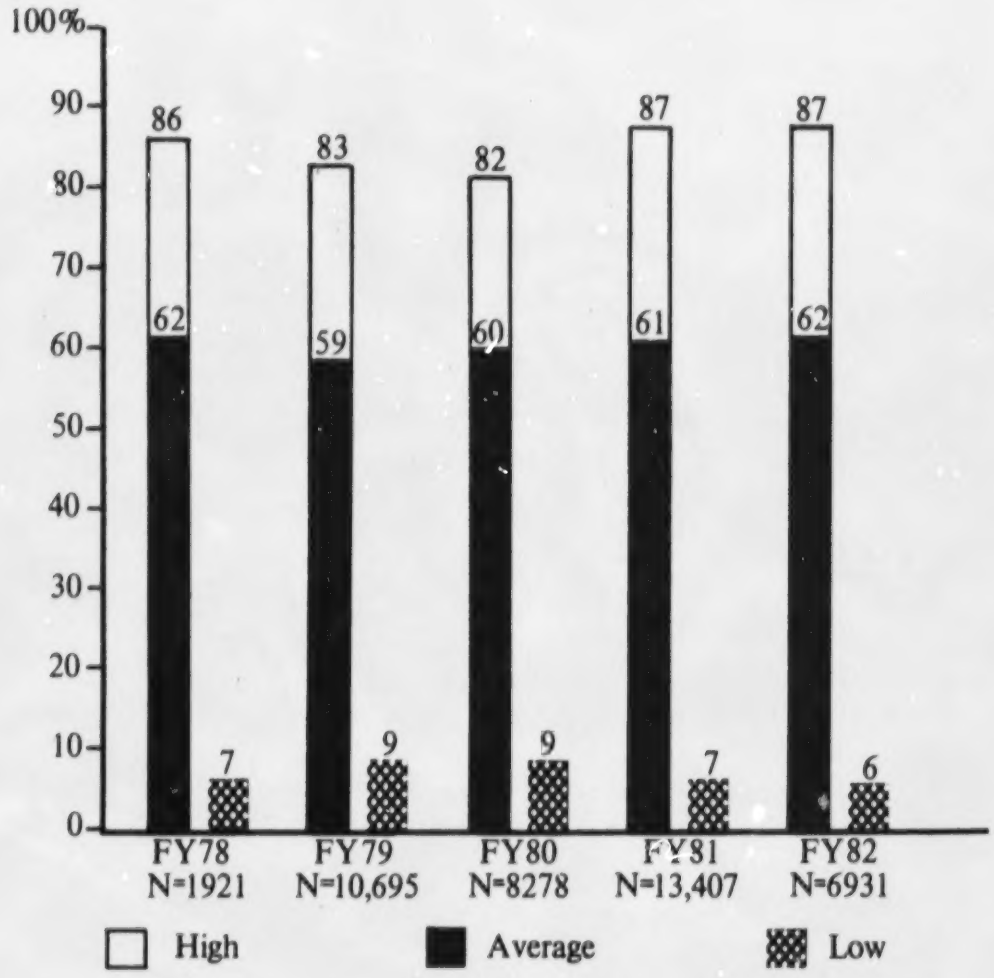
Personal Qualities	Job-related Skills
Appearance	Ability to work with co-workers
Dependability	Accepting advice and supervision
Courtesy and Friendliness	Quantity of work
Responsibility	Understanding the value and importance of work
Cooperation	Use of tools and equipment
Initiative	Selection and care of space, materials, and supplies
Judgement	Understanding the U.S. economic system
Leadership	Working in a leadership role

Employers of vocational graduates have consistently rated those grads as more than *adequately prepared* in both *personal qualities* and *job-related skills* over the five years of Cycle I.

It is interesting to note that in each of the five years except FY80 when the ratings are the same, employers rated vocational graduates' *personal qualities* slightly higher than *job-related skills.*

IN-SCHOOL STUDENTS

IN-SCHOOL STUDENTS RATE THEIR HIGH SCHOOL VOCATIONAL PROGRAM AS TO HOW IT PREPARED THEM FOR AN OCCUPATION

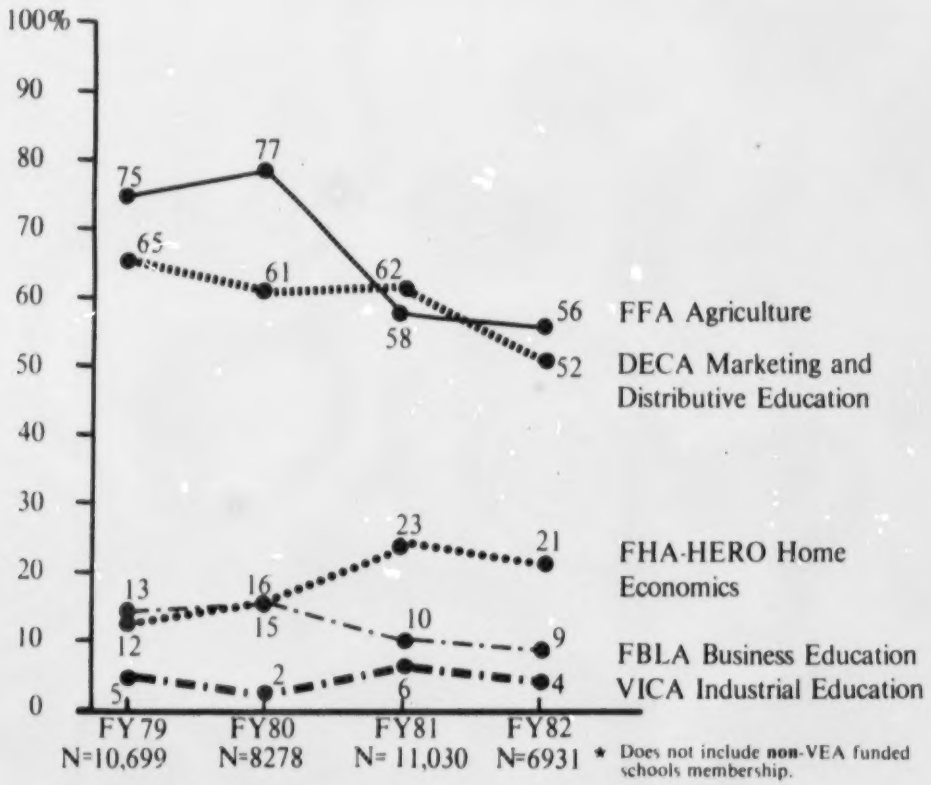


In-school students were asked in each of the five years of Cycle I to rate their vocational program in terms of preparing them for an occupation.

In each of the five years, well over 8 out of 10 in-school students rated their vocational program as *average* or *high* in preparing them for an occupation.

IN-SCHOOL STUDENTS

IN-SCHOOL STUDENTS IDENTIFY THEIR INVOLVEMENT IN THE STUDENT ORGANIZATION* RELATED TO THEIR PROGRAM



FFA - Future Farmers of America
DECA - Distributive Education Clubs of America
FHA-HERO - Future Homemakers of America-Home Economics Related Occupations
FBLA - Future Business Leaders of America
VICA - Vocational Industrial Clubs of America

In-school vocational students were asked to identify their membership in the student organization related to their vocational program.

Response reveals that FFA and DECA have had the highest membership over the last four years of Cycle I with a decline in membership occuring in the last year for DECA and the last two years for FFA.

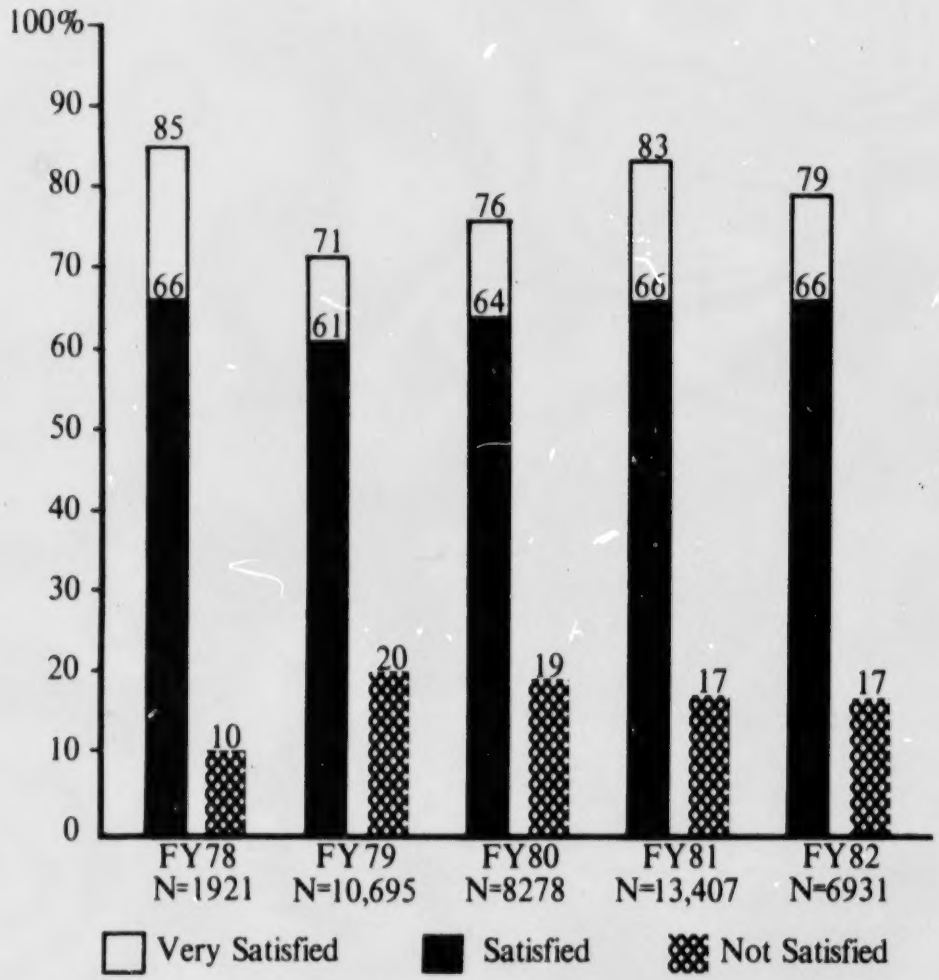
FHA-HERO has had a low percent of membership but shows a small increase from FY79 (12%) to FY82 (21%).

FBLA membership has remained low throughout the four years shown with a small decrease in membership from FY79 (13%) to FY82 (9%).

Membership in VICA has remained low (2% to 6%) throughout Cycle I.

IN-SCHOOL STUDENTS

IN-SCHOOL STUDENTS RATE SATISFACTION WITH HIGH SCHOOL VOCATIONAL TRAINING

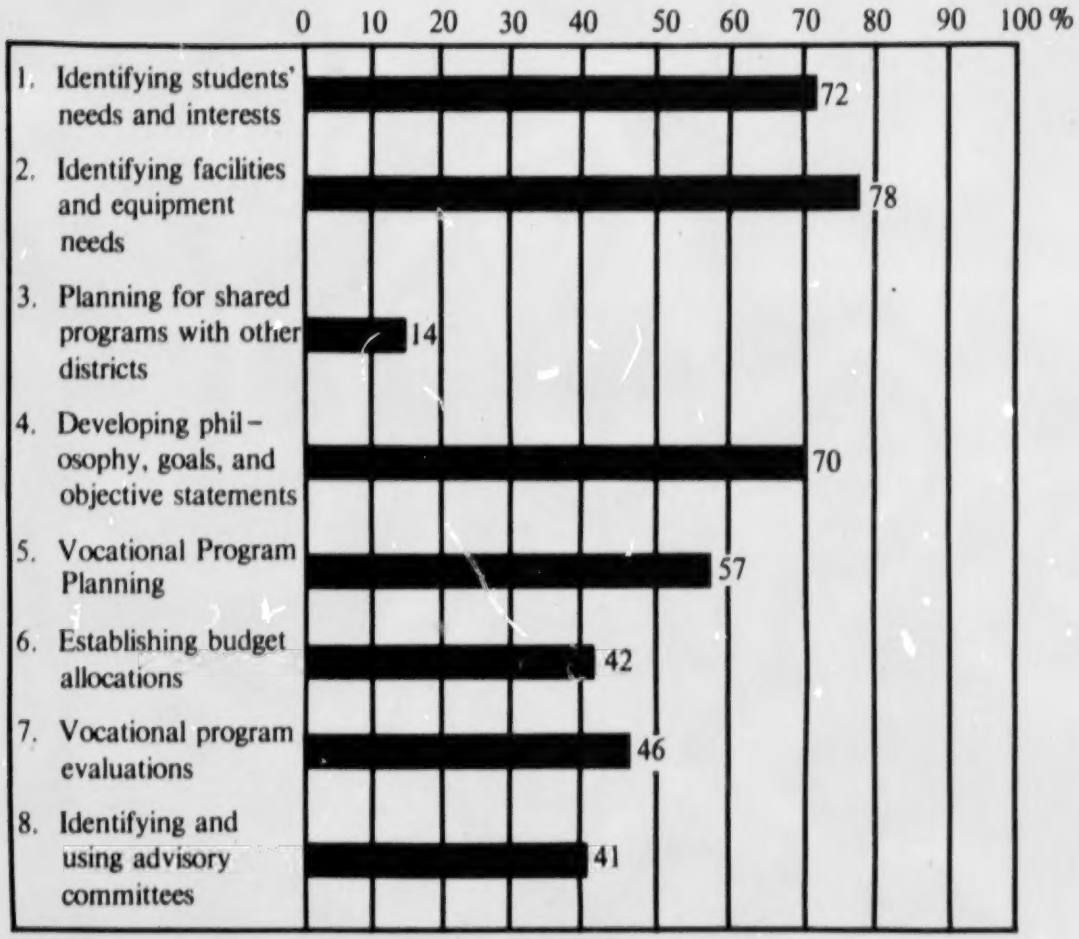


The degree of satisfaction expressed by in-school students for their vocational training varied somewhat during the five years of Cycle I.

In FYs 78 and 81, over 8 out of 10 grads were *satisfied* and *very satisfied* with their training. During FYs 79, 80 and 82, the degree of satisfaction varied from 71% to 79%.

STAFF

VOCATIONAL STAFF * IDENTIFY AMOUNT OF INPUT INTO PROGRAM ACTIVITIES



* 74% = instructors 11% = counselors 11% = administrators 4% = other

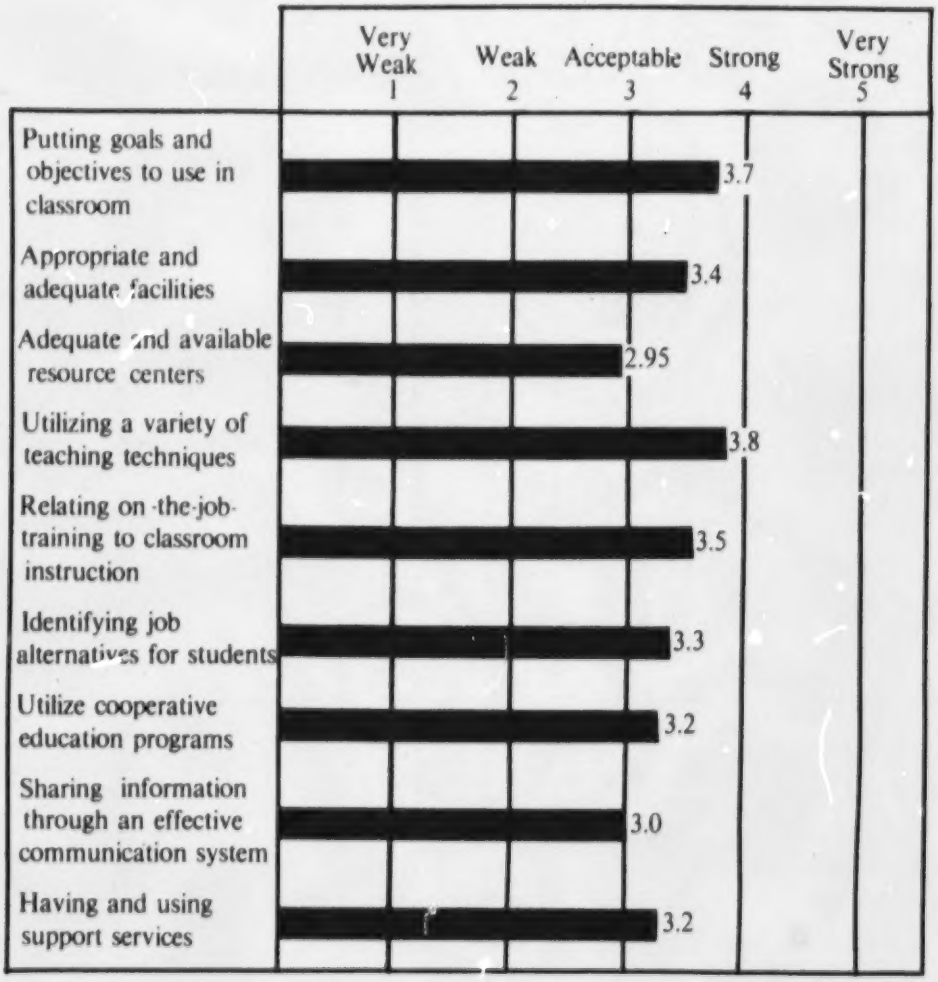
Vocational staff were asked to identify the amount of input they felt they had in the above eight program areas.

Their aggregate response reveals the highest amount of staff input designated as *identifying facilities and equipment needs, identifying student needs and interests,* and *developing philosophy, goal and objective statements.*

Only 14% of vocational staff responding identified *planning for shared programs with other districts* as a program activity for which they had input.

STAFF

VOCATIONAL STAFF* IDENTIFY STRENGTHS AND WEAKNESSES OF THEIR VOCATIONAL PROGRAM



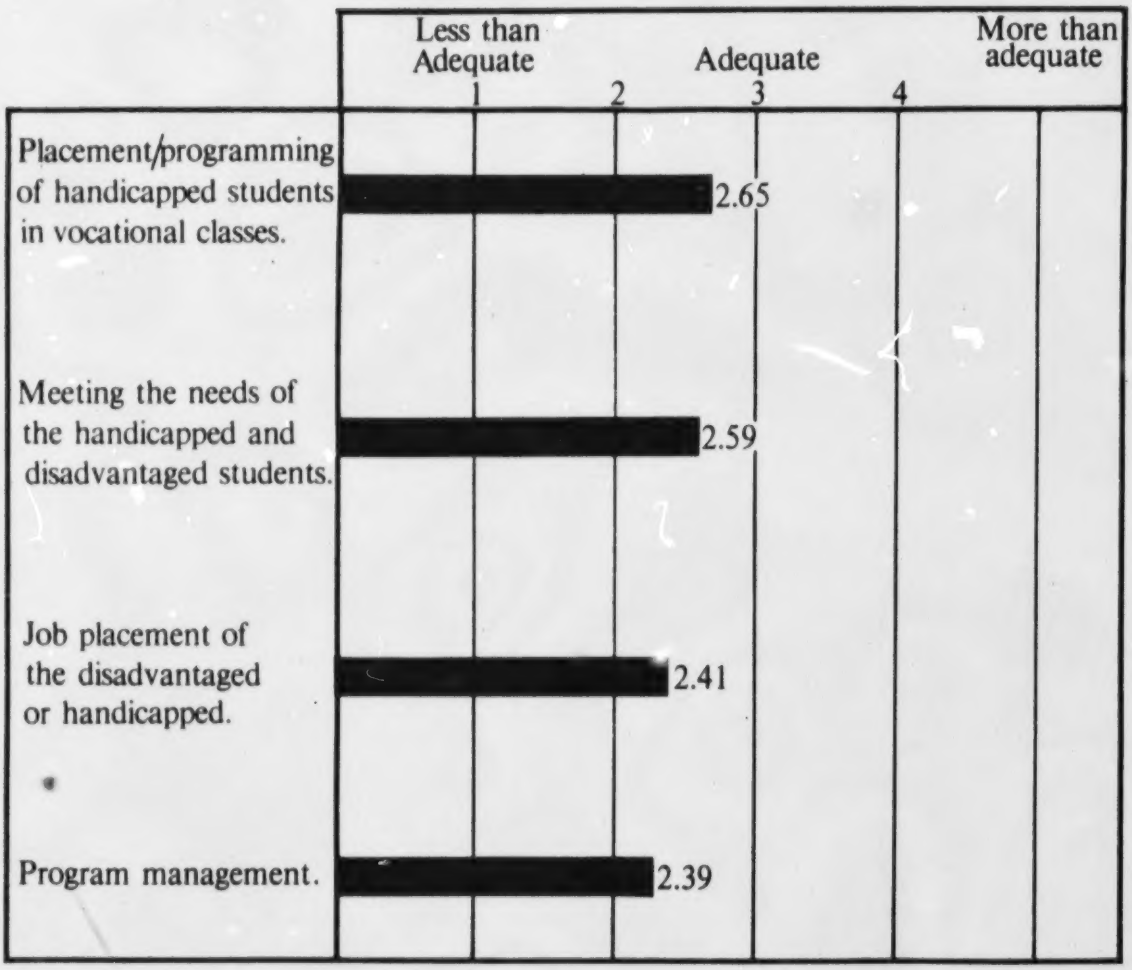
*74% = instructors 11% = counselors 11% = administrators 4% = other

Vocational staff were asked to rate the strengths and weaknesses of the program aspects shown above.

Five-year aggregate data show that all aspects are rated in the *acceptable* to *strong* categories with the exception of *adequate and available resource centers* which was rated less than acceptable and *sharing information through an effective communication system* which just reached the acceptable range.

SPECIAL NEEDS

VOCATIONAL STAFF RATE SERVICES TO SPECIAL NEEDS STUDENTS



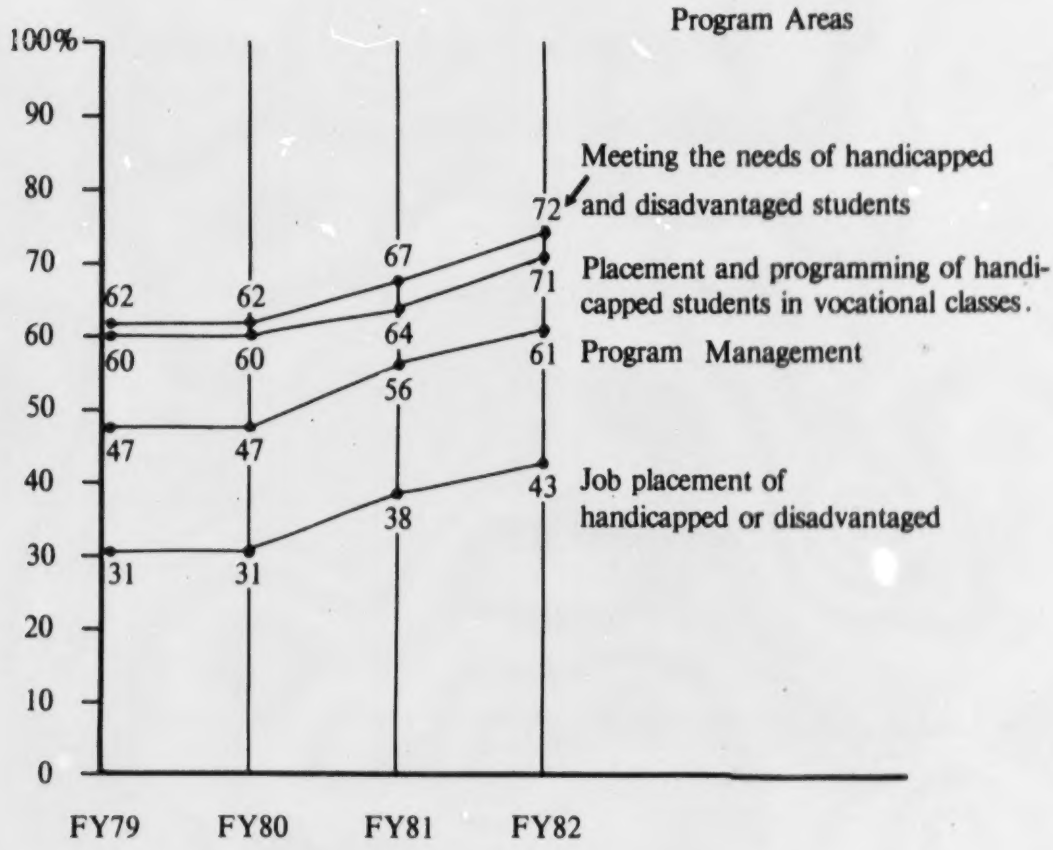
★ The term *special needs students* is a generic term used to include disadvantaged, handicapped, and those students with limited English speaking ability (LESA).

Aggregate data reveal that vocational staff rating services to special needs students throughout Cycle I rated those services as *less than adequate* in each of the four program areas of concern.

SPECIAL NEEDS

VOCATIONAL STAFF RATE THEIR INVOLVEMENT IN SERVING STUDENTS WITH SPECIAL NEEDS

Staff had the opportunity to identify program areas with which they had "involvement" in serving special needs students

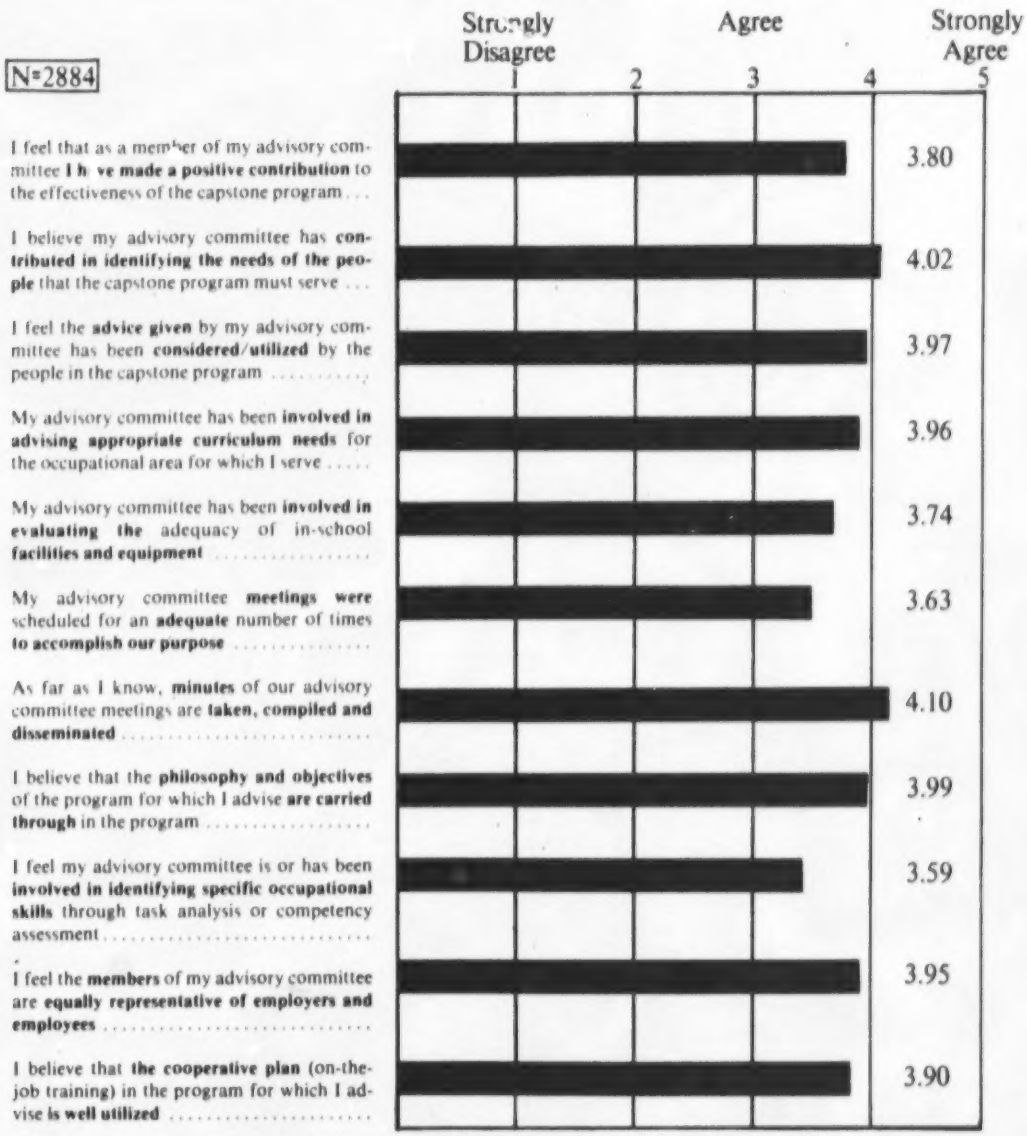


The above ratings show a healthy increase over the past four years of Cycle I in staff ratings indicating they had *involvement* in serving students with special needs in four program areas.

ADVISORY COMMITTEE

COMMITTEE MEMBERS IDENTIFY INVOLVEMENT WITH THEIR VOCATIONAL PROGRAM

N=2884


Strongly Disagree
Agree
Strongly Agree
1
2
3
4
5
I feel that as a member of my advisory committee I have made a positive contribution to the effectiveness of the capstone program . . .
3.80
I believe my advisory committee has contributed in identifying the needs of the people that the capstone program must serve . . .
4.02
I feel the advice given by my advisory committee has been considered/utilized by the people in the capstone program . . . . . .
3.97
My advisory committee has been involved in advising appropriate curriculum needs for the occupational area for which I serve . . . . .
3.96
My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment . . . . . .
3.74
My advisory committee meetings were scheduled for an adequate number of times to accomplish our purpose . . . . . .
3.63
As far as I know, minutes of our advisory committee meetings are taken, compiled and disseminated . . . . . .
4.10
I believe that the philosophy and objectives of the program for which I advise are carried through in the program . . . . . .
3.99
I feel my advisory committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment . . . . . .
3.59
I feel the members of my advisory committee are equally representative of employers and employees . . . . . .
3.95
I believe that the cooperative plan (on-the-job training) in the program for which I advise is well utilized . . . . . .
3.90

The advisory committee is considered an integral and essential component of the vocational education program. As a part of Cycle I, advisory committee members were asked to indicate their feelings on the eleven program components displayed above.

Aggregate data reveal that advisory committee members reacted positively to all statements. They tended to *strongly agree* that *minutes were taken and disseminated,* that they had *contributed in identifying program needs,* and that the *program philosophy and objectives were put into practice. This table also shows that where advisory committees are used they feel they are an asset to the program.*

CYCLE I PARTICIPATING SCHOOLS

FY77

Plymouth High School

FY78

Altoona High School - CESA 6
Arcadia High School - CESA 11
Augusta High School - CESA 6
Blair High School - CESA 11
Chippewa Falls High School
Eleva Strum High School - CESA 6
Fall Creek High School - CESA 6
Franklin High School
Independence High School - CESA 11
Marinette High School
Osseo-Fairchild High School - CESA 6
Superior High School
Taylor High School - CESA 11
Washburn High School - CESA 1
Waukesha High Schools
- North High School
- South High School

Whitehall High School - CESA 11

FY79

Ashwaubenon High School
Auburndale High School - CESA 7
Barron High School - Cluster
Bayfield High School - CESA 1
Bloomer High School - CESA 6
Brown County Handicapped Children's Board
- Donovan School
- Sybie Hopp School - CESA 9

Cedarburg High School
Chetek High School - Cluster
Delafield Kettle Moraine High School
Denmark High School - CESA 9
DePere High School
Fennimore High School - CESA 14
Gilman High School - CESA 6
Hilbert High School
Janesville Public Schools
- Craig Senior High School
- Parker Senior High School

Kenosha Public Schools
- Bradford High School
- Tremper Senior High School

Menomonie Area High School
Mineral Point High School
Minocqua-Lakeland High School - CESA 2
Mukwonago High School
Muskego High School
New Richmond High School
Neenah Public Schools
- Armstrong Campus (9 & 10)
- Shattuck Campus (11 & 12)

Prairie Du Chien High School - CESA 14
Prairie Farm High School - Cluster
Potosi High School
Rice Lake High School
Southern Door High School - CESA 9
Stanley Boyd High School
Tomahawk High School
Valders High School
Waterloo High School
West Allis West Milwaukee Schools
- Central
- Nathan Hale
- West Milwaukee

West DePere High School - CESA 9

FY80

Albany High School
Algoma High School
Arkansaw High School - CESA 5
Bowler High School
Cadott High School
Cameron High School
Darlington High School
Deerfield High School
Dodgeville High School
Eagle River - Northland Pines High School - CESA 2
Elroy Royal High School
Fredonia Ozaukee High School
Freedom High School - CESA 9
Gilmanton High School
Greendale High School
Greenfield High School
Holmen High School
Jefferson High School
Johnson Creek High School
Kaukauna High School
Kewaunee High School
Lake Holcombe High School
Lightfoot High School
Maple High School
McFarland High School - CESA 15
Mequon Homestead High School
Merrill Senior High School
New Auburn High School
New London High School
North Crawford High School
Omro High School
Onalaska High School
Ondossagon High School - CESA 1
Pepin High School - CESA 5
Port Washington High School
Pulaski High School
River Falls High School
Rosendale High School
Sauk Prairie High School
Sevastopol High School - CESA 9
Sheboygan Public Schools
- North High School
- South High School

Slinger High School
Sparta High School
Sturgeon Bay High School
Sun Prairie High School
Tigerton High School
Tony Flambeau High School
Washington Island High School - CESA 9
Waterford Union High School
Waunakee High School - CESA 15
Waupaca Senior High School
Weyauwega High School
Winneconne High School
Wisconsin School for the Visually Handicapped
Wittenberg Birnamwood High School

FY81

Abbotsford High School
Amherst High School - CESA 7
Antigo High School
Appleton Schools
- East High School
- West High School

Ashland High School
Baldwin-Woodville High School
Beaver Dam Senior High School
Beloit Turner High School
Bloomington High School
Brillion High School
Brown Deer High School
Clayton High School - CESA 14
Clintonville High School
Cochrane-Fountain City High School
Colby High School
Cornell High School
Cumberland High School
DeForest High School
Eau Claire Public Schools
- Memorial High School
- North High School

Elkhorn Area Schools
Fond du Lack Goodrich High School
Galesville High School
Germantown, Washington High School
Green Bay Public Schools
- East High School
- Preble High School
- Southwest High School
- West High School

Gresham High School (Shawano)
Howards Grove High School
Hurley Murphy High School
Juda High School
Kewaskum High School
Kiel High School
Lake Mills High School
Lomira High School
Monroe High School - CESA 15
Mount Horeb High School
Muscoda Riverdale High School
New Glarus High School
Oconomowoc High School
Oconto Falls High School
Oshkosh Public Schools
- North High School
- West High School

Owen Withee High School
Port Wing South Shore High School
Portage High School
Reedsburg High School
Reedsville High School
Rhinelander High School - CESA 2
Schofield D.C. Everest High School
Shawano High School
Sheboygan Falls High School
South Milwaukee High School
South Western Wisconsin High School (Hazel Green)
Spring Green River Valley High School
Spring Valley High School
St. Croix Central High School
Stockbridge High School
Thorp High School
Turtle Lake High School
Verona High School
Waupun High School
Wausau Public Schools
- East High School
- West High School

Wisconsin Rapids Lincoln High School
15 Milwaukee Schools Self Evaluation

FY82

Adams Friendship High School
Milltown Balsam Lake Unity High School
Baraboo High School
Barneveld High School - CESA 14
Beloit Memorial High School
Boscobel High School
Brookwood Ontario High School
Gazenovia Weston High School - CESA 14
Clinton Community Schools
Cuba City High School
Delavan Darien High School
Drummond High School
Edgerton High School
Hudson High School
LaCrosse Public Schools
- Central High School
- Logan High School

Lake Geneva Badger High School
Lancaster High School
Laona High School
Luxemburg Casco High School
Madison Public Schools
- East High School
- LaFollette High School
- Memorial High School
- West High School

Markesan High School
Mauston High School
Marshfield High School
Medford High School
Monona Grove High School
Neillsville High School
Oregon High School
Park Falls High School
Platteville High School
Racine Public Schools
- J.I. Case High School
- Horlick High School
- Washington Park High School

Somerset High School
South Wayne (Blackhawk) High School - CESA 14
Spooner High School
Stevens Point High School
Stoughton High School
Viola Kickapoo High School - CESA 14
Watertown High School
Wauzeka High School
West Bend Public Schools
- East High School
- West High School

Wisconsin Dells High School
Wrightstown High School

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